

Title I Schoolwide Plan

Please use the assigned Nebraska Department of Education
County District and School Numbers in the table below.

To complete text areas click in grey box and type

District Name:		Omaha Public Schools	
County Dist. No.:		28-0001	
School Name:		Springville Elementary School	
County District School Number:		28-0001-177	
School Grade span:		K-5	
Preschool program is supported with Title I funds. <i>(Mark appropriate box)</i>		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Summer school program is supported with Title I funds. <i>(Mark appropriate box)</i>		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Indicate subject area(s) of focus in this Schoolwide Plan.		<input checked="" type="checkbox"/> Reading/Language Arts <input checked="" type="checkbox"/> Math <input type="checkbox"/> Other (Specify) _____	
School Principal Name:		Joseph D. Jacoby, Principal	
School Principal Email Address:		joseph.jacoby@ops.org	
School Mailing Address:		7400 North 60th Street Omaha NE, 68152	
School Phone Number:		531-299-2120	
Additional Authorized Contact Person (Optional):		Nicole Kennedy	
Email of Additional Contact Person:		nicole.kennedy@ops.org	
Superintendent Name:		Cheryl Logan	
Superintendent Email Address:		cheryl.logan@ops.org	
Confirm all Instructional Paras are Highly Qualified according to ESSA.		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Confirm Schoolwide Plan will be available to the School District, Parents and the Public.		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	

<u>Names of Planning Team</u> (include staff, <i>parents</i> & at least <i>one student if Secondary School</i>)	<u>Titles of those on Planning Team</u>
A. Joseph Jacoby	<u>Parent Administrator</u>
B. Nicole Kennedy	A. Principal
Bridget Woodruff	B. IF
Zach Woodruff	Parent
Jolene Langan	Parent
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

School Information (As of the last Friday in September)		
Enrollment: 435	Average Class Size: 24	Number of Certified Instruction Staff: 30
Race and Ethnicity Percentages		
White: 30.3 %	Hispanic: 11.7 %	Asian: 22.5 %
Black/African American: 24.6 %	American Indian/Alaskan Native: .5 %	
Native Hawaiian or Other Pacific Islander: 0 %		Two or More Races: 10.3 %
Other Demographics Percentages (may be found on NEP https://nep.education.ne.gov/)		
Poverty: 58.5 %	English Learner: 20 %	Mobility: 8.4 %

Assessments used in the Comprehensive Needs Assessment (ie. NSCAS, MAP, ITBS, AIMS web, DIBELS, CAT etc.)	
NSCAS	MAPS
ELPA	

Please write a narrative in each box below to correspond to the Rating Rubric.

Place documentation in corresponding folder on flash drive to support the narrative.

1. Comprehensive Needs Assessment

1.1	<p><i>Please provide a narrative below describing how data was used from a comprehensive needs assessment of the entire school to identify the needs of all children, particularly those who are failing, or are at-risk of failing to meet State academic standards, and how this analysis was used to plan curriculum, instruction and assessment decisions.</i></p>
<p>Springville bases our instructional plan on state standards. To assess the effectiveness of our instruction, we analyze our student data. Our data is based on state tests (NSCAS), common assessments, and our predictive district tests (MAP). Building administration, instructional leadership team, our school counselor, and attendance team also utilize our attendance data to determine if students' absences affect academic performance. The following are in the folder: MAP reports (Fall to winter scores), as well as the 2021-2022 Springville Data Book, which includes multiple MAP data reports. We analyze our student data from these tests results based on our entire population as well as the approved Title I subgroups which include gender, ethnicity, poverty, ELL status, migrant status, and special education demographics. Also, is a copy of our Leadership team and Grade Level meeting agenda template, which shows the planning for and analysis of common assessments (which are based off state standards) is part of our normal routine. Lastly, there are artifacts of the data tracking documentation that we utilize to track, analyze and plan from during grade level meetings.</p>	
1.2	<p><i>Please provide a narrative below describing how information from parents and community was gathered to identify the needs of the school. Provide supporting documentation in the corresponding folder.</i></p>
<p>A climate survey (included in our data book) is administered to all clientele related to our school, including students, staff, and parents each year in the month of March. Each year the district sends us climate surveys for parents, in English and Spanish. Climate Surveys are distributed during spring parent teacher conferences. Parents can fill out surveys at a parent table at the front of the building, hosted by the school counselor and other staff, during Parent/Teacher conferences or virtually. Parents with respect to their privacy and anonymity, complete surveys with the ability to provide honest input. With our large ELL population, we also have interpreters on hand to translate for parents to other common languages of the school. The results of the 2021-2022 Springville climate survey can be found in the folder 1.2.</p>	
1.3	<p><i>Please provide a narrative below describing the on-going improvement efforts, which should support the Continuous School Improvement Plan. Provide supporting documentation in the corresponding folder.</i></p>
<p>Springville's improvement plan aligns directly with our data to reflect our areas of need. In ELA (English/Language Arts) and Math, our goal is by Spring of 2025 we will increase current MAP (K-5) and NSCAS (3-5) scores by 5% school wide. Strategies for this can be found in the Best Instructional Practices Handbook (BIPH included in folder) Academic Language and Sentence Frames, Section 13: Best Instructional Practice Handbook and Increased Student Engagement and Rigor, Section 6 and 7: Omaha Public Schools Best Instructional Practices Handbook, Blended Learning with Technology, Section 10: Omaha Public Schools Best Instructional Practices Handbook. Our focus for these areas will include deliberate and detailed planning, while reviewing and incorporating research-based resources and current best practices. This year Springville Elementary continued to implement best MTSS-B (Multi-Tier System Support -Behavior) strategies. This is indicated in our SIP along with academic areas. Success is determined by improvements in these areas on the</p>	

climate survey (folder 1.2) as well as the assessment data at the district, state and norm reference tests, behavior referrals, (folder 1.1). In this folder you will find Springville's SIP Plan (folder 1.3). Goals are located within our SIP. Our SIP is a working document. The administration, facilitator, Instructional Leadership Team (Teachers) and staff visit this document frequently checking for needed changes and updates. Grade level meetings are indicated in the plan as well as professional development.

2. Schoolwide reform strategies

2.1

Please provide a narrative below describing the additional assistance provided for students at risk of not meeting the challenging state academic standards. Provide supporting documentation in the corresponding folder.

Strategies that we are implementing are scientifically research-based to raise student achievement. Included in this section is the district's Strategic Plan of Action to raise student achievement as well as the districts Best Instruction Practices Handbook (BIPH) (located in Folder 1.3). These two documents guide and support staff in developing plans of support for all students including struggling students. Data is collected and strategies are reviewed ongoing. The SIP is updated and changed on an ongoing basis. During grade level meetings, teams review and make changes while planning together. Teams have also developed grade level goal sheets that are based off classwork, class observation and MAP data. Included in this folder are artifacts of these meetings and grade level meeting agendas that reflect teacher focus and conversations regarding student progress and professional development to support the teachers and the SIP. Please refer to the SIP in folder 1.3.

3. High quality and ongoing professional development

3.1

Please provide a narrative below describing the professional development and other activities provided to improve instructional effectiveness and use of academic data to guide instruction. Provide supporting documentation in the corresponding folder.

Our staff members are highly qualified to teach our students. Our district's strategic plan of action and our school's SIP Plan guide the strategies that we implement to increase achievement and improvement in areas of need. Strategies are developed through our professional development plan, which is part of the overall SIP Plan. Our specific needs include our ELL population with some of our newcomers coming from refugee circumstances as well as our many ethnic demographics. Special education is also an area of need. To address these needs, staff members are provided with professional development during grade level meetings and staff meetings (Staff Workshops). New teachers participate in the district's mentoring program (handbook included in folder). New teacher facilitator (classroom teacher within Springville) organizes the teachers and sees that they visit other teachers as well are given time to collaborate. Springville also provides monthly new teacher PD called New Teacher Check and Connect. This includes other information that may not have been covered during district new teacher meetings and is also driven by teacher request. In addition, the Springville leadership team meets with all new teachers quarterly to address any other pertinent information. Staff (certified and classified) attend additional professional development opportunities such as the ESL conference and training through our Special Education department and CIS. All professional development enhances teachers' performance and students achievement. Professional Development is driven by Springville's Schoolwide Improvement Plan. School based professional development that focused on technology and engagement with blended learning, strategies to differentiate tier one instruction for all learners, and how to support learners through social emotional support while learning was also focused on at the building.

4. Strategies to increase parent and family engagement

4.1	<i>Please provide a narrative below describing how the School-Parent Compact was jointly developed and how it is distributed. Provide supporting documentation in the corresponding folder.</i>
The School-Parent Compact has been jointly developed with parents and outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve. At annual parent teacher conferences, the compact was discussed as it relates to each individual student. A digital compact was given to each family at the beginning of the year and signed off on by each stakeholder.	
4.2	<i>Please provide a narrative below describing how parents were involved in developing the Title I Parent and Family Engagement Policy or Procedure. Provide supporting documentation in the corresponding folder.</i>
We have strong support from the families of Springville students. There are many opportunities for parents to participate and engage in the school-wide improvement process. Parents can work through our Parent Teacher Organization (PTO), they can communicate through our SSL (School Support Liaison), and they can be active members on our school's Principal Advisory Team. All these avenues give parents a chance to give opinions, provide feedback, or voice concerns on issues. Each year, parents voluntarily complete a climate survey during spring Parent/Teacher conferences. The parent involvement policy and the plan to implement it, has been developed by Springville staff with input from parents and community members. We clearly communicate to parents that we work together as a team to ensure their child's success. Each person of the team, including staff, parents, and students have a specific role and it is outlined in our School's Compact. Springville has several family engagement activities that encourage parent/family participation with the staff and provides learning and enrichment opportunities for the students, their families, and our community. Included in this folder: Springville School-Parent Compact, Information from our PTO (examples PTO agenda).	
4.3	<i>Please provide a narrative below describing how and when the annual Title I parent meeting is/was held informing parents of the school's participation in Title I. Provide supporting documentation in the corresponding folder.</i>
At Springville Elementary the Title I Parent meeting is being held on March 7, 2023 from 6:30-7:30 p.m. via Microsoft Teams.	

5. Transition Plan

5.1	<i>Please provide a narrative below describing the school's transition plan for incoming students to support, coordinate and integrate services from their previous program or school (i.e. Headstart and/or other Early Childhood Program to Elementary, Elementary to Intermediate, Intermediate to Middle School, Middle School to High School).</i>
We have a transition plan in place for our incoming kindergarten students. Parents are encouraged to enroll their children, attend a kindergarten round up, or schedule a personal in person tour if age requirements have been met for their child by July 31st. Flyers have been sent home and parents are also notified on social media. The flyers are included in the corresponding folder.	
5.2	<i>Please provide a narrative below describing the school's transition plan for outgoing students as they move onto their next school / program / career. (i.e. Elementary to Intermediate, Intermediate to Middle School, Middle School to High School, High School to Post Secondary Schooling or Career).</i>
Springville's counselor teaches several lessons throughout the year that focuses on middle school transition. There are several issues that are taught as part of the curriculum: social emotional relationships, peer pressure, drugs and alcohol, healthy choices, time management, extra-curricular activities, combination locks and being a	

responsible student in middle school. Documentation is included and takes several lessons that are taught whole group, small group and on an individual basis.

6. Strategies to address areas of need

6.1

Please provide a narrative below describing how the Schoolwide Plan increases the amount and quality of learning time within or beyond the instructional day.

Springville's tutoring program is led by classroom teachers. It is data driven instruction that is intentionally planned to meet the individual student's needs. Summer school (Next Level Learning) is offered to students that need additional support or reteaching of math, reading and writing. When a student is not making adequate progress, we also hold a Student Assistance Team meeting. Teachers and parents identify academic or behavioral struggles for the student. As a team, we come up with interventions and track data on their progress. Another SAT meeting is held to discuss if the interventions were successful or if they need to be adjusted to help the student make more substantial progress along with next steps.